

SECTION 3

RULE DRAFTING STYLE

INTRODUCTION

The Secretary of State's Office (Office) receives many questions about the current style used in the *Arizona Administrative Code* and the *Arizona Administrative Register*. The Office does not use just one source. Our style is a combination drawn from several sources which are listed at the end of Section 12 of this manual.

The style of the *Code* will change as current practices in the business and legal community change and as changes are made to grammatical rules. As we make those changes, we will issue new pages to this manual.

We don't include every grammatical rule in this manual because, in most cases, standard grammatical rules apply. This manual does include those rules where there may be conflicts in standard usage so that you, the drafter, will know which rule the Office intends to follow.

DRAFTING STYLE

Because rules are adopted to inform the public of what is and what is not lawful behavior, they must be clear, concise and understandable. **Write in plain English.**

ABBREVIATIONS

1. As a general rule, define all abbreviations you include in your rules. The definition of each term needs to appear before you use the abbreviation by itself. In some instances, you may have abbreviations that are specific to an Article or Section. While it is better to have all abbreviations defined at the beginning of a Chapter, you may want these Article- or Section-specific abbreviations and their definitions to appear at the beginning of the Article or Section to which they apply. If this is the case, you should specify in the Chapter's main definitions Section where additional definitions may be found in the Chapter.
2. Always spell out abbreviations that begin a sentence.
3. Always define the term in the way you will use it. In other words, don't define the spelled-out version of a abbreviation and then use the abbreviation in the rules. If you don't use periods in an abbreviation or initialism in the text of your rules, don't define the term with periods.

EXAMPLES:

If you wish to use "FDA" in your rules, don't define the term "Food and Drug Administration". Instead define "FDA".

WRITE: F.D.A. (with periods) in the text if you have defined the term as "F.D.A." (with periods).

WRITE: FDA (without periods) in the text if you have defined the term as "FDA" (without periods).

4. Always spell out a phrase rather than using the Latin phrase.

EXAMPLES:

DON'T WRITE: e.g.

WRITE: For example

DON'T WRITE: i.e.

WRITE: that is

5. Standard abbreviations which you don't have to define in your rules are listed in A.A.C. R1-1-410.

ACTION VERBS

1. Action verbs are shorter and more direct than passive verbs.

EXAMPLES:

<u>DON'T WRITE:</u>	<u>WRITE:</u>
give consideration to	consider
is dependent on	depends on
make payment	pay
give recognition to	recognize
institutionalize	imprison
maximize	increase
compartmentalize	arrange
utilize	use

2. Use verbs instead of nouns to add action to your writing.

EXAMPLES:

DON'T WRITE:	The Administrator shall develop and implement a preventative and general maintenance program at each institution and is responsible for the following activities: <ol style="list-style-type: none">1. <i>Construction, renovations, alterations or demolitions of</i> institutions.2. <i>Evaluation of</i> capital and building renewal needs.3. <i>Coordination of the preparation of</i> the capital/building renewal request.4. <i>Execution of</i> capital project funding and/or construction.
WRITE:	The Administrator shall develop and implement a preventive and general maintenance program at each institution, that includes the following activities: <ol style="list-style-type: none">1. <i>Constructing, renovating, alternating or demolishing</i> institutions;2. <i>Evaluating</i> capital and building renewal needs;3. <i>Coordinating</i> preparation of the capital/building renewal request; and4. <i>Administering</i> capital project funding and/or construction.

ACTIVE VOICE

Write in the active voice. Active sentences are usually shorter and more forceful than passive sentences.

1. Active voice identifies an actor. Putting the actor before the verb clarifies who is responsible for an act.

EXAMPLES:

DON'T WRITE:	An appeal shall be filed in 30 days.	<i>By whom?</i>
	A plan shall be approved before beginning the program.	<i>By whom?</i>
	The regulation [shall or may] be explained to each applicant.	<i>By whom?</i>
WRITE:	The employee shall file an appeal in 30 days.	
	The director shall approve a plan before beginning the program.	
	The supervisor shall explain the regulation to each applicant.	

2. The passive voice makes sentences longer and roundabout. Who is responsible for acting is much less obvious. Passive verbs use a form of the verb “to be” plus the past participle of a main verb.

am is are was were be being been

plus

a main verb usually ending in -en or -ed

EXAMPLES:

DON'T WRITE: (Passive) The report was submitted by the director. (7 words)

[receiver] [verb] [actor]

WRITE: (Active) The director submitted the report. (5 words)

[actor] [verb] [receiver]

DON'T WRITE: Each application shall be reviewed. (Passive voice)

DON'T WRITE: Your application will be reviewed. (Second person)

WRITE: The Director shall review each application.

3. Passive voice is appropriate when the actor is unknown, unimportant, or obvious.

EXAMPLES:

Fees are refunded only when the application is withdrawn before the scheduled examination.

The applications have been mailed.

APOSTROPHES

1. Use an apostrophe to indicate omitted letters or words in a contraction. However, you should not use contractions in your rules.

EXAMPLE:

DON'T WRITE: don't, it's, she's.

WRITE: do not, it is, she is.

2. Use apostrophes to indicate possession.

EXAMPLE, SINGLES:

DON'T WRITE: the contractors license, drivers license.

WRITE: the contractor's license, driver's license.

EXAMPLE, PLURALS:

DON'T WRITE: the contractors licenses, drivers licenses.

WRITE: the contractors' licenses, drivers' licenses.

3. Use apostrophes to indicate the passage of time.

EXAMPLE:

DON'T WRITE: one months time, three days pay.

WRITE: one month's time, three days' pay.

4. You may use apostrophes in the plurals of letters, signs, symbols, figures, acronyms, and abbreviations. Although the trend is to omit the apostrophes, use them if it would be less confusing. Just be consistent.

EXAMPLE:

WRITE: either x's or Xs (but don't use xs), f's or Fs, #'s or #s, 1990's or 1990s.

AUTOMATIC REPEAL DATES

If you set a date for the automatic repeal of a Section, the last first-level subsection of the Section shall specify the date. Only complete Sections may have automatic repeal dates.

CAPITALIZATION

1. Unnecessary capitalization. Avoid capitalizing words unnecessarily. Do not capitalize the terms “rule,” “law,” “state,” or “federal” unless the terms are part of an official name of an agency, an act, or some other proper noun. Capitalize the terms “Title,” “Chapter,” “Article,” and “Section” but not “subsection” or “paragraph.” If you choose to capitalize words such as “Director” and “Department”, BE CONSISTENT THROUGHOUT YOUR RULES.
2. Capitalization of defined terms.
 - a. Defined terms may be capitalized if they are defined with the first letters of each word in the term capitalized or with the key words of the term capitalized. If you define “State Plan” using capital letters for the first letter of each word, you may refer to this document elsewhere in the same Article with the same capital letters. If you define “State plan” with only the first word capitalized because it is the first word of the definition, refer to this document as “state plan” elsewhere in the Article.
 - b. Since definitions usually place the term being defined at the beginning of the sentence, single words being defined will have capital letters. You can therefore use the term either in all lower case or capitalize the first letter, but you must be consistent. Do not capitalize the first letter in one location and place it in lower case in another.
3. Capitalization of names or titles. The terms *federal government* and *government* (referring specifically to the United States government) are now commonly written in small letters because they are considered terms of general classification. In government documents, however, and in other types of communications where these terms are intended to have the force of an official name, they are capitalized. Names of governmental units are usually capitalized, particularly in rules that contain references to the governing agency for those rules. Titles of individuals are capitalized when immediately preceding a person’s name (Senator Smith) but not capitalized when following the name (Jane Smith, senator) unless specific emphasis must be made.

CITATIONS, RULES AND LAWS

Arizona Revised Statutes Citations; Laws Citations

1. Place subsection labels within separate sets of parentheses. If you use periods, no one can tell if the citation A.R.S. § 41-401.11 is to subsection 11 of § 41-401 or to a full Section which falls between § 41-401 and § 41-402. The use of parentheses to enclose subsection labels is the format used by the Attorney General and results in a clear, concise citation.

EXAMPLES:

DON’T WRITE: “§ 41-1041.C.2.b.” or “subparagraph b. of paragraph 2. of subsection C. of § 41-1041”.

WRITE: § 41-1041(C)(2)(b).

2. When referencing a law which has not yet been codified into the *Arizona Revised Statutes*, use the word “Laws” followed by the year the law was passed by the legislature, the Chapter number using the abbreviation “Ch.”, and the specific Section number using the Section symbol (§).

EXAMPLE:

DON’T WRITE: Laws 1995, Chapter 6, Section 2

DON’T WRITE: Section 2 of Chapter 6 of Laws 1995

WRITE: Laws 1995, Ch. 6, § 2

3. When referencing a law that amends an existing law but which has not yet been codified into the *Arizona Revised Statutes*, use the word “as added by” if it is a new Section of the codified law, or “as amended by” if an existing Section is being amended, followed by “Laws” followed by the year the law was passed by the legislature, the Chapter number using the abbreviation “Ch.”, and the specific Section number using the Section symbol (§).

EXAMPLE:

DON'T WRITE: Laws 1995, Chapter 6, Section 2 which amended A.R.S. § 42-1011.

WRITE: as amended by Laws 1995, Ch. 6, § 2

DON'T WRITE: Section 2 of Chapter 6 of Laws 1995 which added A.R.S. § 42-1011.

WRITE: as added by Laws 1995, Ch. 6, § 2

Arizona Administrative Code and Arizona Administrative Register Citations

The Office will correct any citation to the *Arizona Administrative Register* so the citation is in the following format. However, the Office would appreciate citations being written correctly when the rules are submitted to the Office.

1. Place subsection labels within separate sets of parentheses. If you use periods, no one can tell if the citation R1-2-401.11 is to subsection 11 of R1-2-401 or to a full Section which falls between R1-2-401 and R1-2-402. The use of parentheses to enclose subsection labels is the format used by the Attorney General and results in a clear, concise citation.

EXAMPLES:

DON'T WRITE: “R4-13-2121.B.” or “subsection B. of R4-13-2121”.

WRITE: R4-13-2121(B).

DON'T WRITE: “R4-13-2121.B.1.a.” or “subparagraph a. of paragraph 1. of subsection B. of R4-13-2121”.

WRITE: R4-13-2121(B)(1)(a).

2. When citing from the Arizona Administrative Code, use the abbreviation “A.A.C.”. Use periods following each letter in this abbreviation. Don't use the term “Section” in A.A.C. citations. If you reference a Subchapter in the A.A.C., however, you must also list the Chapter; if you reference a Part, you must also specify the Article.

EXAMPLES:

DON'T WRITE: Section 210 of Chapter 2 of Title 13 of the Arizona Administrative Code.

WRITE: A.A.C. R13-2-210.

DON'T WRITE: subparagraph iii of paragraph 2 of subsection a of Section 210 of Chapter 2 of Title 13 of the Arizona Administrative Code.

WRITE: A.A.C. R13-2-210(a)(2)(iii).

DON'T WRITE: Subchapter C of Chapter 3 of Title 13 of the Arizona Administrative Code.

WRITE: 13 A.A.C. C3.

DON'T WRITE: Chapter 3 of Title 13 of the Arizona Administrative Code.

WRITE: 13 A.A.C. 3.

DON'T WRITE: Title 13 of the Arizona Administrative Code.

WRITE: 13 A.A.C.

3. When citing several rules from the Arizona Administrative Code, make sure that you write the entire Section number.

EXAMPLES:

DON'T WRITE: R18-2-101, 102, 103, 104, and 105

WRITE: R18-2-101, R18-2-102, R18-2-103, R18-2-104, and R18-2-105 or
R18-2-101 through R18-2-105

3. When citing the Arizona Administrative Register, use the abbreviation "A.A.R." Include in the citation the volume number that will appear in front of the abbreviation, and the specific page number or numbers, which will appear after the abbreviation. Also include the date of publication.

EXAMPLES:

DON'T WRITE: Volume 2, pages 118-119 of the Arizona Administrative Register, 7/11/96.

WRITE: 2 A.A.R. 118, July 11, 1996.

4. Make sure that your Register citations always contain the volume number, the specific page number on which the Notice begins, and the date of the issue. Your Register citation is not complete unless all of these items appear.

Code of Federal Regulations (CFR) and Federal Register (FR) Citations

The Office will correct any citation to the Code of Federal Regulations (CFR) so the citation is in the following format. However, the Office would appreciate citations being written correctly when the rules are submitted to the Office.

1. When citing from the Code of Federal Regulations, use the abbreviation "CFR". Don't use periods following the letters in this abbreviation. The Federal Government has specified this format. Don't use the terms "part" or "section" in CFR citations. In the CFR, Part and Section numbers are unique within each Title. If you reference a Subchapter in the CFR, however, you must also list the Chapter.

EXAMPLES:

DON'T WRITE: Section 221.102 of Title 33 of the Code of Federal Regulations.

WRITE: 33 CFR 221.102.

DON'T WRITE: subparagraph iii of paragraph 2 of subsection a of Section 221.102 of Title 33 of the Code of Federal Regulations.

WRITE: 33 CFR 221.102(a)(2)(iii).

DON'T WRITE: Subchapter c of Chapter 3 of Title 33 of the Code of Federal Regulations.

WRITE: 33 CFR, Chapter 3, Subchapter c.

2. Make sure that your CFR citations always contain the Title number and the Chapter number.
3. When citing from the Federal Register, use the abbreviation "FR" or the abbreviation "Fed. Reg." Use the same abbreviation throughout your Chapter. Include in the citation the volume number that will appear in front of the abbreviation, and the specific page number or numbers, which will appear after the abbreviation. Also include the date of publication.

EXAMPLES:

DON'T WRITE: Volume 78, pages 11829-11892 of the Federal Register, 7/11/89.

WRITE: 78 FR 11829-11892, July 11, 1989.

4. Make sure that your FR citations always contain the volume number and the specific page number or numbers. Your FR citation is not complete unless all of these items appear.

United States Code (U.S.C.) Citations

1. The Office will correct any citation to the United States Code or the United States Code Annotated so the citation follows the format specified below. However, the Office would appreciate citations being written correctly when the rules are submitted to the Office.

- When citing from the United States Code, use the abbreviation “U.S.C.” When citing from the United States Code Annotated, use the abbreviation “U.S.C.A.” Do use periods following the letters in these abbreviations. The Federal Government has specified this format for the U.S.C. and the U.S.C.A. Don’t use the terms “part” or “section” in U.S.C. citations. Part numbers and Section numbers are unique within each Title of the U.S.C.

EXAMPLES:

DON’T WRITE: Section 21.1020 of Title 13 of the United States Code.

WRITE: 13 U.S.C. 21.1020.

DON’T WRITE: subparagraph iii of paragraph 2 of subsection a of Section 21.1020 of Title 13 of the United States Code.

WRITE: 13 U.S.C. 21.1020(a)(2)(iii).

CLICHÉS

- Avoid clichés when drafting rules. Clichés are expressions that are used so often they lose much of their original freshness and power. For example, “user-friendly,” although a relatively recent phrase, has been so widely adopted that the expression has already become a cliché.
- People adopt clichés because they’re familiar and handy—so handy that they’re used reflexively. But the very popularity of the clichés turns them into a kind of white noise; clichés cease to communicate with the same force they had when first used.
- There are thousands of clichés to avoid. Be on particular guard against the following words and phrases.

acid test	cost-effective	meet your needs
all things considered	each and every	one and the same
as a matter of fact	feedback	point in time
attached hereto	final analysis	relevant
ball park figure/estimate	hands on	state of the art
bottom line	in close proximity	sum and substance
by the same token	interface with	under review
conservative estimate	last but not least	viable
	meaningful	

COLONS

- Use colons between two independent clauses when the second clause explains or illustrates the first clause and there is no coordinating conjunction or transitional expression linking the two clauses.

EXAMPLE:

I smile when I see a picture of Abraham Lincoln: it reminds me of the happy years I spent in Mr. Lincoln’s hometown, Springfield, Illinois.

There are two things I must do before I receive my Ph.D.: pass the written examination and write my dissertation.

- Do not use a colon when a form of the verb *to be* is used.

EXAMPLE:

The three courses required in this program *are* accounting, business English, and Computer Science 22. (No colon is used to introduce a list immediately following a *to be* verb.)

- Do not use a colon between two independent clauses when the two clauses are equal in value. (See “Semi-colon”)

4. Use colons to introduce a list or an example.

EXAMPLE:

The Director shall appoint an advisory committee consisting of one delegate from each of the following groups. Members, who shall serve two-year staggered terms, are the following:

5. Use colons to separate hours from minutes, volumes from pages (in citations), and the first part of a ratio from the second.
6. Use a colon to separate the title and subtitle of a work that has both a title and a subtitle.
7. Do not use a colon when the list that follows contains items that complete the thought in the introductory sentence.

COMMAS

1. Commas have many uses, some of which are specified below:
 - a. To set off words or phrases that interrupt the sense or structure of the sentence,
 - b. To separate an introductory subordinate clause from the main part of the sentence,
 - c. To separate independent clauses,
 - d. To clarify or emphasize.
2. Don't use a comma to separate the noun from a verb unless an entire phrase between the noun and the verb is set off by commas. A good rule of thumb: Never separate a noun from its corresponding verb.

EXAMPLES:

DON'T WRITE: The Department shall determine the best candidates for the job, and shall send them the appropriate application forms.

WRITE: The Department shall determine the best candidates for the job and shall send them the appropriate application forms.

DON'T WRITE: The Department whenever the Director deems it necessary, shall reject an applicant for the program based on the following criteria:

WRITE: The Department, whenever the Director deems it necessary, shall reject an applicant for the program based on the following criteria:

3. Don't separate a month and year with a comma.

EXAMPLES:

DON'T WRITE: "January, 1995".

WRITE: "January 1995".

4. Do separate the date from the year by a comma in a complete date.

EXAMPLE:

WRITE: "January 10, 1995"

5. Do place a comma after the year in a complete date when no other punctuation appears.

EXAMPLES:

DON'T WRITE: "January 1, 1995 was a date on which great things happened."

WRITE: "January 10, 1995, was a date on which great things happened."

6. Do use a comma before the last item in a list of three or more items. This will help clarify your writing so that more people can understand exactly what you meant to say.

EXAMPLE:

DON'T WRITE: "the Departments of Health Services, Transportation, Corrections and Youth Treatment and Rehabilitation . . ."

WRITE: "the Departments of Health Services, Transportation, Corrections, and Youth Treatment and Rehabilitation . . ."

If you don't use a comma before the last Department name in this example, some people may not know if the Departments are "Corrections and Youth Treatment" and "Rehabilitation" or "Corrections" and "Youth Treatment and Rehabilitation" or "Corrections," "Youth Treatment," and "Rehabilitation."

COMPOUND WORDS

Two or more words acting together are often combined into compound words. When using compound words, you may have difficulty figuring out if the compound word is written as a single word, as a hyphenated word, or with spaces between the words. Compound words usually begin as two separate words with one space between the two words. As the two words are more frequently used together, a hyphen may be added to link them together. When the use of the compound word becomes common, the hyphen is usually dropped.

1. When you are unsure when to use a hyphen, a space, or no space, consult a dictionary. To keep up with current usage, your dictionary should not be more than five years old.
2. For informational purposes, the following compound words are written with no spaces or hyphens.

aboveground	commingle	infrastructure
airtight	committeeperson	inpatient
anticrime	communitywide	interagency
antipollution	co-officer	intrastate
areawide	co-owner	lifesaving
bipartisan	copartnership	lifestyle
biweekly	copayment	lifetime
bondholder	counterclaim	longstanding
bookmaking	countywide	lowfat
buildup (n.)	coursework	makeup
bulkhead	courthouse	manmade
businessperson	coworker	manpower
bylaw (n.)	creditworthiness	marketplace
bypass (n., v.)	database	markup
cardholder	districtwide	microcomputer
caregiver	earthmoving	microform
carpool	farmland	multicounty
carryforward (n.)	farmworker	multidimensional
carryout (n., adj.)	firefighter	multifamily
carryover (n.)	firefighting	multistate
caseworker	firehouse	multiyear
checkout (n., adj.)	fireproof	nationwide
checkup (n., adj.)	floodplain	nonappropriated
childrearing	freestanding	nonattainment
cleanup (n., adj.)	freshwater	noncancelable
clearinghouse	fundraising	noncontact
clubhouse	groundwater	nongovernmental
classwork	handgun	nonmember
codefendant	highlight	nonprescription
coemployee	horsepower	nonprofit

nonsupport
nonvoting
offset
offsite
offtrack
oneself
onsite
outpatient
outreach
overall
paperwork
passthrough
percent
policyholders
policymaking
postaudit
postclosure
postgraduate
postsecondary

powerhouse
praiseworthy
preaudit
preconstruction
preempt
preexist
printout
rainwater
ratemaking
recordkeeping
restroom
retroactive
rulemaking
runoff
saltwater
securityholders
semiannual
semiautomatic
semifinal

semimonthly
setup
soundproof
springwater
standby
statewide
stockholder
subcommittee
subcontract
underutilization
videotape
wastepaper
wastewater
waterborne
watercourse
whitewater
workload
workspace
wrongdoing

CONDITIONS (LISTS)

Rules often contain conditions that result in complex sentences with many clauses.

1. If only one or two simple conditions must be met before a rule applies, state the conditions first and then state the rule.

EXAMPLE: If you are the owner or operator of a chemical manufacturing facility, you shall keep a daily inspection log.

2. If two or more complex conditions must be met before a rule applies, state the rule first and then the conditions.

EXAMPLE: The owner or operator of the plant shall record daily inspections in a log if the plant manufactures hazardous substances, if the plant employs ten or more employees, and if the equipment is more than three years old.

3. If several conditions or subordinate provisions must be met before a rule applies, use a list. Listing provides white space that separates the various conditions. Listing can help you avoid the problems of ambiguity caused by the words “and” and “or.” When you list, use the following rules:

- a. Each item in the list must fit the classification.
- b. Each item in the list must correspond, both in substance and form, to the introductory language for the list.
- c. If the introductory language for the list is a complete sentence, end the introduction with a colon and make each item in the list a separate sentence.
- d. If the introductory language for the list is an incomplete sentence:
 - i. End each item in the list, except the last item, with a comma if no item in the list contains a comma, or a semicolon if one or more items in the list contain a comma;
 - ii. Capitalize the first word of each listed item;
 - iii. Use parallel structure;
 - iv. Write “and” or “or,” as appropriate, after the comma or semicolon in the next-to-last item in the list; and
 - v. End the last item in the list with a period unless the next subsection is a continuation.

4. Instead of trying to list every possible situation, develop broad categories.

CONSISTENCY

Make the reader's job easier by writing clearly. Rules are not the place to use creative writing. Follow the guidelines in this manual, including:

1. Don't use different words to denote the same thing. Variation for the sake of variation has no place in rule writing. Using a synonym rather than repeating the precise term confuses the reader.

EXAMPLES:

DON'T WRITE: Each registered nurse shall notify the agency if the licensee's place of practice is changed.

WRITE: Each registered nurse shall notify the Board if the registered nurse's place of practice is changed.

2. Don't use the same word to denote different things.

EXAMPLES:

DON'T WRITE: The tank had a 200-gallon tank for fuel.

WRITE: The tank had a 200-gallon fuel container.

DON'T WRITE: The agency [shall or may] test these methods of presenting test materials by requiring each test taker to choose the testing method he prefers . . .

WRITE: The agency [shall or may] test these methods of presenting examination materials by requiring each examinee to choose the type of examination the examinee prefers. . .

3. Adjust your vocabulary for your audience.

DATES

When writing dates, spell out the date rather than writing it in numerical form. People from other countries write their dates numerically but the numbers are in a different order than the numerical form used in the United States. To avoid confusion, always spell out the date. Remember, do not use a comma to separate the month from the year. (See Commas)

EXAMPLES:

DON'T WRITE: 2/17/94

WRITE: February 17, 1994

DON'T WRITE: 4/95

WRITE: April 1995 (notice there is no comma)

DIRECTNESS; IMPERATIVE FORM

Direct the rule to the readers. Use the imperative mood. Rules, especially those that provide procedures, how-to instructions, and a list of duties, lend themselves to use of the imperative mood. Directness also avoids the passive voice. This style results in procedures that are shorter, crisper, and easier to understand.

EXAMPLES:

Sign all copies.

Attach a check or money order to the application.

EXCEPTIONS

Avoid starting a sentence with an exception.

1. State a rule or category directly rather than describing that rule or category.

EXAMPLES:

DON'T WRITE: All persons except those persons who are 18 years of age or older shall...

WRITE: Each person less than 18 years of age shall...

2. However, you may use an exception if it avoids a long and cumbersome list or elaborate description. When you use an exception, state the rule or category first then state its exception.

EXAMPLES:

DON'T WRITE: January, February, . . . and November (a list of ten months) are appropriate for . .
WRITE: Each month except June and December is appropriate for... (Note that the category
"each month" is established first and then the exceptions are stated.)

FRACTIONS

1. When using fractions in your rules, write them in arabic numbers. Don't use excessive words to spell out the fraction. Do spell out a fraction at the beginning of a sentence. However, keep in mind that you should never begin a sentence with a number.

EXAMPLES:

DON'T WRITE: one-half.
WRITE: 1/2.
DON'T WRITE: six and two-thirds.
WRITE: 6 2/3.
DON'T WRITE: one-half of an inch.
WRITE: 1/2 inch.
DON'T WRITE: one-eighth of a mile.
WRITE: 1/8 mile.
DON'T WRITE: The length is two-thirds of an inch.
WRITE: The length is 2/3 inch.

2. Do not use a hyphen to separate a whole number from a fraction.

EXAMPLES:

DON'T WRITE: 8-1/2 by 11-3/4 inches
WRITE: 8 1/2 by 11 3/4 inches

GENDER-SPECIFIC TERMINOLOGY

Do not use words that unnecessarily distinguish between male and female.

1. Avoid the gender-specific job title:

EXAMPLES:

<u>DON'T WRITE:</u>	<u>WRITE:</u>
chairman	chair, chairperson
crewman	crew member
draftsman	drafter
fireman	firefighter
foreman	supervisor
man-hours	hours worked, work-hours
mankind	humanity, humankind
manpower	personnel, workforce
policeman	police officer
repairman	service technician

2. Avoid the gender-specific pronoun when the antecedent could be male or female.

EXAMPLES:

DON'T WRITE: The Director or his designee shall complete the evaluation form.

WRITE: The Director or the Director's designee shall complete the evaluation form.

3. Be careful when you rewrite to avoid the problem. The following examples don't necessarily have the same meaning.

EXAMPLES:

Each assistant Director [shall or may] announce his or her recommendations at the conference.

The Assistant Directors [shall or may] announce their recommendations at the conference.

4. Do not use "s/he," "he/she," or "his or her." These are termed "hybrid forms" and cannot be adequately pronounced. Also do not use "his or her."

GRAMMAR, PUNCTUATION, AND SPELLING

Proper grammar means the following:

1. Avoid split infinitives.

EXAMPLES:

DON'T WRITE: Be sure *to* promptly *reply* to the notice.

WRITE: Be sure *to reply promptly* to the notice.

or

WRITE: Be sure *to reply* to the notice *promptly*.

2. Make the verb agree with its subject in number and person. If the subject is singular, the verb should be singular; if the subject is plural, the verb should be plural.

The following words are singular and take a singular verb:

anyone	anybody	each
everyone	everybody	either
no one	nobody	neither
one	somebody	someone

The following "group" words take a singular verb if you're thinking of the group as a whole, but they take a plural verb if you are referring to the individuals in the group. Most of the time you will use these as singular nouns.

audience	family	kind
band	flock	lot
class	group	number
committee	heap	none
crowd	herd	public
dozen	jury	team

EXAMPLES:

The committee has met, and it has decided to issue its recommendation next month. (Singular)

The committee have met, and they have decided to issue their recommendation next month. (Plural)

The following words are plural and take a plural verb:

media	data
criteria	phenomena

3. Do not use contractions. Write out each verb.
4. Do not use “it” unless the full noun has already appeared in the sentence and there is no possibility of confusion. If in doubt, write out the noun each time.
5. DO NOT end a sentence with a preposition.

EXAMPLE: A preposition is not something you should end a sentence with.

In extremely rare instances, ending a sentence with a preposition is preferable to what happens when you turn the sentence around so that the sentence does not end with a preposition.

EXAMPLE:

AWKWARD: That is something up with which I will not put.

NOT SO AWKWARD: That is something I will not put up with.

6. Use “a” or “an” when you mean any item or individual. Use “the” when referring to a specific subject already described.
7. Place modifiers to communicate your intended meaning. You should place modifiers as close as possible to the word modified.

Consider the meanings of the following:

Only he stole the book. (He was the sole person to steal the book.)

He only stole the book. (He could have stolen many items, but the book was the only thing he took.)

He stole only the book. (He stole one item--the book.)

EXAMPLES:

DON'T WRITE: Having missed our train, no trains later that day were going to Los Angeles. (*Who missed the train?*)

WRITE: Having missed our train, we discovered that no later trains were going to Los Angeles that day.

DON'T WRITE: The Director only is interested in statistical data. (*Does only modify Director or data?*)

WRITE: Only the Director is interested in statistical data. (if the Director is the only person interested in this information)

WRITE: The Director is interested only in statistical data. (if the Director wanted to receive the data only)

HYPHENS

1. To use a hyphen or not to use a hyphen. . . Sometimes trying to determine whether or not to hyphenate can be tricky. Every rule about hyphens has exceptions to it. One reference book may give you one set of rules and the next reference book may give you another set of rules and the two books may disagree considerably. When in doubt, consult a recent dictionary (less than five years old) which will tell you whether the current usage includes a hyphen.
2. In some technical writing, the trend is to eliminate hyphens between connected words. While people knowledgeable in the particular field involved may understand the words without hyphens, people not so knowledgeable or technical will usually not be able to tell which words modify which words. The meanings may not be clear and may create unnecessary confusion. If you properly use hyphens, you will not confuse knowledgeable or technical people and you will help those less knowledgeable or familiar with the expression.
3. The following are general rules and may or may not hold true for your particular set of rules:
 - a. Use hyphens to connect words:
 - i. Nouns

brother-in-law

follow-up

one-half

ii. Verbs

double-space

tape-record

iii. Compound adjectives appearing before the noun (Adjectives appearing after the noun are usually not hyphenated.)

all-inclusive list

black-and-white picture

decision-making authority

long-range goals

part-time employees

up-to-date record

b. Use hyphens when two or more words act together to create a new meaning.

c. Use hyphens when two or more words act together to modify another word when

i. They appear before the word being modified; and

ii. The first word does not end with -ly, because these are actually adverbs and indicate the structure of the modifying phrase.

d. Use hyphens when the first part of a compound adjective contains a number.

e. Use a hyphen after a prefix when the prefix precedes a capitalized word.

4. The following list shows some common compound words that should be hyphenated. Those which are adjectives are usually hyphenated when they immediately precede the nouns they modify, not hyphenated when they appear after the noun they modify but before the verb, and not hyphenated when they appear after both the noun they modify and the verb.

able-bodied (adj.)

agreed-upon (adj.)

air-condition (v.)

all-time (adj.)

animal-drawn (adj.)

at-large (adj.)

base-year (adj.)

by-product (n.)

child-care (adj.)

civic-minded (adj.)

computer-related (adj.)

cost-effective (adj.)

cost-efficient (adj.)

county-owned (adj.)

cross-examine (v.)

cross-examination (n.)

day-care (adj.)

degree-granting (adj.)

drug-related (adj.)

energy-saving (adj.)

even-numbered (adj.)

fact-finding (n, adj.)

fire-resistant (adj.)

fire-retardant (adj.)

INAPPROPRIATE WORDS IN RULES

Certain words are inappropriate in rules in Arizona. The word “can” should be used only to indicate ability. The words “should” and “could” are not allowed in rules. The word “will” may be used in limited circumstances. The word “must” is not allowed; use “shall” instead. The word “may” is used to indicate discretion; when using “may”, specify the standards under which the agency will use that discretion.

JARGON, TECHNICAL LANGUAGE, FOREIGN PHRASES, AND OTHER INAPPROPRIATE LANGUAGE

1. Always use plain English when drafting rules. The plainer the English, the less confusing the material is to the reader. Although all agencies draft their rules for specific audiences, even the most technical information should be written plainly because there will always be people other than an agency’s specific audience who will need or want to read and understand the material. Every industry has its “buzz words.” They may be

understood by everyone in the industry—lawyers, agricultural specialists, environmentalists, health-care officials, or therapy examiners, for example. But when insiders use such words to communicate with anyone out of their field, confusion may occur. Don't assume that all the readers of your rules will know and understand all the terms as you use them. Even if you are writing rules for a very technical audience, some people may not understand what you are trying to tell them, particularly if you use common words in an uncommon way. Therefore, using plain English and defining terms will make your rules more understandable.

2. Unlike legitimate technical terms, which outsiders could look up in a dictionary, jargon is a private language that has meaning only to a particular group. If these special words or phrases are necessary to the understanding of your rule, be prepared to define the jargon.
3. Avoid redundant phrases, pompous words, long sentences, passive voice, topic-specific acronyms and initialisms unless you first define each one, etc. Use concrete or common usage words and phrases and make sentences short, direct and clear.
4. Do not add “-ize” to a noun to make it into a verb. This is jargon. The list in subsection (7) contains several “-ize” words to avoid.
5. Do not use a foreign phrase if an everyday English equivalent can be used.
6. Avoid unclear words and phrases that sound like “legalese.” These include “aforesaid,” “hereby,” “hereinabove,” “said,” “such,” “thereof,” “to wit,” “whatsoever” and “wherein.” Use words derived from the Anglo-Saxon language instead of Latin.
7. The following list contains jargon words and phrases and their plain English equivalents.

DO NOT USE:

USE INSTEAD:

a person is prohibited from	a person shall not
abeyance.	wait, postpone
above (adjective)	----
above-stated conditions	(Cite to Code Section or subsection)
absolutely complete	complete
absolutely essential.	essential
absolutely nothing	nothing
accompanied by	with
accorded	given
according to the law	legally
accordingly	so
acquaint	tell
acquire	get
activate	start
actual experience	experience
add an additional	add
add the point that	add that
additional	more
adequate enough.	adequate, enough
adequate number of	enough
adhere	stick
admit of	allow
advance forward	advance

advance planning planning
 affix signature of sign
 afford an opportunity allow, permit
 aforementioned. ----
 aforesaid. ----
 aggregate total, whole
 all of the all the
 along the lines of like
 aluminum metal aluminum
 ameliorate. improve
 and/or a or b, or both,
 any and all any, all
 any one of the two either
 apprise tell
 as a general rule usually, generally
 as a matter of fact. in fact, actually
 as of now now
 as of the date of this (use specific date)
 as of this date today
 as regards about
 as related to for, about
 as to about
 ascertain find out
 ask the question ask
 assembled together. assembled, put together
 assist. help
 assuming that if
 at a later date later
 at all times always
 at an early date soon
 at hand here
 at present now
 at regular intervals regularly
 at that time then
 at the conclusion of after
 at the place where
 at the present time now
 at the rear of behind
 at the same when
 at the time. when

at this point in time. now
 at this time now
 at which time when, then
 attach together attach, put together
 attached hereto attached
 attains the age of. becomes ____ years of age, becomes ____ years old
 authorized and empowered authorized
 based on the fact that because, due to
 basic fundamentals. fundamentals, basics
 before (adjective) - - - -
 before in the past before, in the past
 beforementioned. - - - -
 beyond a shadow of a doubt. doubtless
 blue in color blue
 brief in duration brief, short, quick, fast
 brought to a sudden halt. stopped, halted
 by and under. by, under
 by and with. by, with
 by means of by
 by the time that. when
 by the use of. by
 by way of illustration for example
 called attention to the fact reminded
 came to a stop. stopped
 cannot be possible impossible
 cause it to be done have it done
 cease. stop
 check up on check
 circle around. circle
 claimant(s) each claimant, claimant
 close proximity. close
 cognizance - - - -
 cognizant aware
 collect together. collect, gather
 combine together combine
 come to an end end
 commence begin, start
 compensation pay
 completely destroyed. destroyed, ruined
 completely opposite opposite

component part
 concur agree
 configuration shape, design
 conflagration fire
 connect together connect
 consensus of opinion consensus
 consequent results results
 consolidate together consolidate
 construct, fabricate make
 contiguous to next to
 continue on continue
 continue to remain remain
 contributing factor factor
 cooperate together cooperate
 cost the sum of cost
 couple together couple
 create establish
 current status status
 curtail slow, shorten
 deem consider
 demonstrate show
 descend fall, climb down
 desirable benefits benefits
 despite the fact that although
 detailed information details
 diametrically opposite opposite
 disappear from sight disappear
 disregard altogether disregard
 does not operate to does not
 donate give
 draw to a close end
 due to, due to the fact that because, as a result
 during the course of during
 during such time as while
 during which time while
 each a, an
 each and all each, all
 each and every each
 earliest practicable date (use the exact date)
 early beginnings beginnings

effectuate carry out
 employ hire, use
 empty cavity cavity
 enclosed herewith enclosed
 encounter meet
 endorse on the back endorse
 end product result
 end result result
 endeavor to try to
 enter into a contract with contract
 entirely destroyed destroyed
 equally as good as good
 estimated at about estimated at
 estimated roughly at estimated at
 etc. (not to be used, since it is unclear)
 evacuate leave, empty, clear
 evince show
 exactly alike identical
 exactly identical identical
 except in a small number of cases usually
 excessive number of too many
 exhibit show
 exhibit a tendency to tend to
 expose to elevated temperature heat
 expired and terminated expired, terminated
 extremely immoderate immoderate
 fabricate make
 factor fact
 fast in action fast
 feasible likely, possible
 few in number few
 filled to capacity filled
 final and conclusive final
 final completion completion
 final conclusion conclusion
 finalize finish, end, complete, conclude
 finally ended ended
 first beginnings beginnings
 following after following, after
 for a short space of time for a short time

for the duration of	during
for the period of a week	for a week
for the purpose of	to, for
for the reason that.	because, since
for this reason.	so
foregoing (adjective)	the, this, that, these, those
forthwith.	promptly, immediately
forward the department a copy.	send the department a copy
fracture	break
from now on	in the future
from the point of view of	for
from time to time	occasionally
full and complete	full
full force and effect	effective
function	work, act
furnish	provide, send, give
fused together.	fused
give consideration to	consider
give recognition to	recognize
great deal of	much
great number of times.	often, frequently
greater number of.	more
have knowledge of	know
have need of	need
have the effect of	effect
having reference to this	for, about
he or she	the applicant, the inmate, the permittee, the director, or whatever the descriptive title is. (avoid gender-specific references.)
heat up	heat
hereafter	after this ... takes effect
hereby.	---
herein	in this Article (or Section)
hereinafter	---
hereinbefore	---
herewith	---
hidden pitfall	pitfall
hold in abeyance.	wait, postpone
hopeful optimism	optimism
hopefully	use only as an adverb
however	if, except, unless, or state the condition

i.e. that is
 if and when if, when
 if any person shall a person who
 if that were the case if so
 implement. carry out, put into effect
 implicate. involve
 important essentials essentials
 impotent weak
 in a number of cases. many, some
 in a position to may, is able to
 in accordance with by, under
 in addition (to)also, besides
 in as much as because, since, as
 in back of behind
 in case of if
 in close proximity to. close to, near
 in compliance with request. as requested
 in conjunction with. with
 in consideration of the fact. because
 in excess of. more than
 in favor of. for
 in few cases seldom, rarely
 in few instances seldom, rarely
 in isolation alone, by itself
 in lieu of instead of, in place of
 in light of the fact that because
 in many (most) cases often (usually)
 in order to to
 in other words. or, that is
 in rare cases rarely, seldom
 in reference (regard, respect) to about, concerning
 in regard to regarding
 in relation to with
 in short supply scarce
 in terms of according to
 in the absence of. without
 in the amount of of, for
 in the case of. for, by, in, if
 in the course of. during
 in the event, in case if

in the environment of around, near
 in the event that if, should
 in the first place first, primarily
 in the instance of for
 in the interest of for
 in the majority of cases usually
 in the matter of about
 in the nature of like
 in the near future soon
 in the neighborhood of about, near
 in the preceding section in Section _____
 in the process of during, while
 in the proximity of near, nearly, about
 in the vicinity of around, near
 in view of the fact that considering, since
 inasmuch as since
 incinerate burn
 includes, but is not limited to, includes
 increment amount, bit
 indubitably doubtless, undoubtedly
 inform tell
 initiate, commence begin
 institute begin, start
 introduced a new introduced
 is applicable applies
 is authorized to shall
 is defined as is, means
 is dependent on depends
 is empowered to, is authorized to, is
 entitled to, is permitted to may
 is in the possession of has
 is in the process of making is making
 is of the opinion that believes
 is representative of is an example of
 is unable to cannot
 it is apparent that apparently
 it is clear that clearly
 it is evident that evidently
 it is obvious that obviously
 it is often the case that often, frequently

it is plain that plainly
 it is unquestionable that unquestionably
 it shall be unlawful. it is unlawful
 it would appear that it seems
 join together join
 joint cooperation. cooperation
 joint partnership partnership
 just exactly exactly
 kept an eye on. watched
 kept under surveillance watched
 large in size large
 large number of many
 large-sized large
 last of all. last
 lift up lift
 little less than almost
 locate find
 main essentialse ssentials
 major chief, main
 major portion of most of
 majority of most
 make a determination. determine
 make a purchase buy
 make a recommendation that recommend
 make an investigation of investigate
 make application apply
 make contact with meet, contact
 make payment pay
 manifest show
 manipulate operate, use
 manner in which. how
 manufacture make
 may or may not, may possibly may
 may be treated as treated
 means and includes means, includes
 melt down. melt
 mingle together. mingle
 mix together mix
 modification change
 more and more increasingly

more preferable preferable
 moreover besides
 must shall
 mutual cooperation. cooperation
 necessary and desirable necessary, desirable
 necessary requisite requirement
 necessitate require
 necessity need
 new innovation. innovation
 no later than not later than
 none whatsoever. none
 notwithstandinga lthough
 notwithstanding the fact that although
 null and void. void
 number of several, many, some
 obligate. bind
 obligation debt
 of a confidential nature. confidential
 of a technical nature technical
 of considerable magnitude big, large, great
 of major importance important
 of minor importance. unimportant
 off of. off
 off of (slang). from
 on a few occasions occasionally, sometimes
 on a stretch of road. on a road
 on account of because
 on behalf of for
 on or after July 1 after June 30
 on or before June 30. before July 1
 on the basis of. by
 on the grounds thatb. ecause
 on the part of by
 on two different occasions twice
 once in a great while seldom, rarely
 one after another. alternately
 one and the same the same
 one by one singly
 one definite reason one reason
 one particular example one example

one specific case. one case
 only difference being that. except that
 order and direct order, direct
 ought to. should
 outside of except
 over and above over, above
 over the age of sixteen 16 or more years of age
 owing to the fact that since, because
 paramount. main, chief
 part and parcel part
 past experience. experience
 perform an analysis of analyze
 period of time. period, time
 period of several weeks several weeks
 personal opinion. opinion
 perspective view
 pertaining to about
 phenomenal unusual
 philosophy belief, idea
 plan ahead (plan for the future, plan
 in advance). plan
 possess have
 possibly might might
 postponed until later. postponed
 potent strong
 practically. nearly, most, almost, all but
 preclude prevent, shut out
 presently planned planned
 prior to before
 prioritize place in priority order
 probed into probed
 proceed. go
 proceed to (action verb) (use action verb by itself)
 procure buy, get obtain
 prolong the duration. prolong
 provide further except
 provided if, except, unless, or state the condition
 provisions of Section ____ Section ____
 purchase buy
 pursuant to by, under, following

qualified expert. expert
 ramification result
 range all the way from range from
 really and truly really, truly
 reason is because reason is, that, because
 recur again recur
 red in color red
 reduce down reduce
 refer back refer
 regardless of the fact that although
 regress back regress
 relative to about
 remand back remand
 render (cause to be) make
 render (give) give
 repeat again repeat
 request ask
 reside live
 residence. home
 resultant effect result, effect
 revise downward lower
 rule and regulation rule (it's even better to use the appropriate *Code* term.)
 said (adjective) the
 same (as a substitute for it, she, he) the, its, her, his
 same identical. same, identical
 seems apparent seems, is apparent
 seldom if ever. rarely, seldom
 separate and distinct. separate, distinct
 shall be considered to be considered
 shall be deemed to be. deemed
 since the time when since
 single unit. unit
 skirt around. skirt
 small in size small
 small number of few, some
 small-sized small
 sole and exclusive sole, exclusive
 sophisticated. complex
 specific example. example
 spotlight stress, accent

started off with began, started with
 state say
 still continue continue
 still remains remains
 stimulate excite
 subparagraph a. of paragraph 1. of
 subsection a. of section R1-1-110 R1-1-110(A)(1)(a)
 subsequent to after
 substantial portion large part
 such (adjective) the
 suddenly collapsed collapsed
 suffer (in the sense of “allow”) allow
 sufficient. enough
 sufficient number of enough
 summer months summer
 surprising upset upset
 surround on all sides. surround
 surrounding circumstances. circumstances
 take appropriate measures act
 take into consideration consider
 telephonically by telephone
 ten miles distant from. ten miles from
 terminate. end
 terms and conditions terms, conditions
 terms and limitations terms, limitations
 that is to say that is
 the same is hereby is
 there is no doubt that doubtless, no doubt
 there is no question that unquestionably
 thoroughfare aisle, street
 three hours of time three hours
 through the use of. by
 throughout the entire (throughout
 the whole). throughout
 to be cognizant of. to know
 to summarize the above in summary
 to the north north, northward
 to wit. - - - -
 total of ten ten
 total operation costs operating costs
 transmit. send

traverse across cross
 true fact. fact
 two by two paired, in pairs
 type and kind type, kind
 under the provision of under
 unless and until. unless, until
 until such time as until
 up to now formerly
 utilize use
 utilization use
 ultimate end end
 universal the world over. universal
 unsolved problem. problem
 vacillate waver
 veracious true
 verification proof
 viable workable
 visit with. visit
 visualize imagine, picture
 ways and means ways, means
 went on to say. added, continued
 whatsoever ----
 when and if. if
 whensoever. ----
 whereas. ----
 wheresoever ----
 whether or not whether
 whosoever ----
 with a view to. intending to
 with full approval. approved
 with reference to. about
 with regard to about, regarding
 with respect to about
 with the exception of except
 with the object of to
 with the result that so that
 within named ----
 within the realm of possibility possibly, possible
 without variation constant

NUMBERS

1. Do not begin a sentence with a number.
2. Write all numbers as arabic numbers. (This is a change from past style.)
3. Don't use both the number spelled out and its arabic number equivalent in parentheses.

EXAMPLES:

DON'T WRITE: two (2).

WRITE: 2.

DON'T WRITE: twelve (12).

WRITE: 12.

4. For expressions of time, use the abbreviations "a.m." and "p.m." all in lower case.
5. When using numbers which are 1 million or greater, use a combination of figures and words.
6. Use a comma to separate groups of three digits (for example: 109,278,345). The exception to this rule is for numbers of four figures (for example: 1000). In this instance, you may omit the comma if you wish but be consistent throughout your rules.

PARALLEL STRUCTURE

Arrange items in a list so that parallel ideas have parallel construction.

EXAMPLE: Nonparallel construction:

DON'T WRITE: The duties of the Executive Secretary of the Administrative Committee are:

1. To take minutes of all the meetings; (phrase)
2. The Executive Secretary answers all the correspondence; and (clause)
3. Writing of monthly reports. (topic)

EXAMPLE: Parallel construction.

- WRITE: The duties of the Executive Secretary of the Administrative Committee are to:
1. Take minutes of all the meetings;
 2. Answer all the correspondence; and
 3. Write the monthly reports.

PLURALS

Don't make a noun or a verb plural by the addition of the plural form in parentheses. Either use the singular form or the plural form, but don't combine the two forms.

EXAMPLES:

- DON'T WRITE: paragraph(s), ability(ies), or run(s).
WRITE: paragraph, ability, or run
WRITE: paragraphs, abilities, or runs.
WRITE: paragraph or paragraphs, ability or abilities, run or runs.

POSITIVE WRITING

1. Negative sentences are difficult to understand. Double negatives are worse.

EXAMPLES:

- DON'T WRITE: No application shall be accepted unless it is signed by the owner.
DON'T WRITE: The application shall not be signed by a person who is not the owner.
WRITE: The owner shall sign the application.

2. A negative statement can be clear. Use it if you're cautioning the reader.

EXAMPLE: NO SMOKING

3. Avoid several negatives in one sentence.

EXAMPLES:

- DON'T WRITE: A license may not be issued unless all application requirements are met.
WRITE: A license shall be issued only if the applicant meets all requirements.

POSSESSIVES

1. When drafting your rules, note which words are possessive and modify a noun. If you can state the noun followed by "of" and then the modifying word, use an apostrophe (and an 's' if necessary) when the modifier is immediately before the noun.

EXAMPLE: driver's license, drivers' licenses, contractor's license, parent's responsibility.

2. Certain phrases indicating the passage of time are possessives.

EXAMPLE: three day's time; two year's experience.

PRESENT TENSE

A rule of continuing effect speaks as of the time you apply it, not as of the time you draft it or when it becomes effective.

EXAMPLES:

- DON'T WRITE: The fine for employing an unlicensed person shall be \$100.
WRITE: The fine for employing an unlicensed person is \$100.
DON'T WRITE: When it has been determined by the Director that the application that was submitted by the applicant is complete, . . .
WRITE: When the Director determines that the person's application is complete . . .

PROBLEM WORDS

There are many words that people tend to confuse in function and purpose. Make sure you use the appropriate word, the word you actually mean. The following list shows some common problem words along with their definitions and part of speech:

1. Ability/Capacity
 - a. Ability means the state of being able to do something.
 - b. Capacity means the power of receiving or containing.
2. About/Approximately
 - a. About is inexact; it indicates a rough estimate.
 - b. Approximately implies accuracy.
3. Accept/Except
 - a. Accept means to receive willingly, to agree with.
 - b. Except means excluding.
4. Adapt, adept, adopt
 - a. Adapt means to alter; to adjust.
 - b. Adept means skillful, proficient.
 - c. Adopt means to take as one's own without change.
5. Advice/Advise/Inform
 - a. Advice means suggestions or recommendations concerning a course of action.
 - b. Advise means to offer counsel and suggestions.
 - c. Inform means to communicate information.
6. Affect/Effect (mnemonic device: RAVEN: Remember, Affect is a Verb, Effect is a Noun.)
 - a. Affect means to change; to influence. (Usually a verb.)
 - b. Effect means result; consequence. (Usually a noun.)
7. Alternate/Alternative
 - a. Alternate means a substitute.
 - b. Alternative means a choice between two or more possibilities.
8. Among/Between
 - a. Among is used when things are shared by more than two people.
 - b. Between is used when things are shared by two.
9. Amount/Number
 - a. Amount tells "how much."
 - b. Number tells "how many."
10. Balance/Remainder
 - a. Balance is used in business to mean "the amount still owned after a partial payment" or "the excess of debits over credits."
 - b. Remainder is what is left when a part is taken away.

11. Because/Due to/Since (“Since” generally refers to something happening at a particular time in the past. Do not use “since” when you mean “because.”)
 - a. Because means by reason of or on account of and refers to a direct causal relationship.
 - b. Due to means attributable to. It should follow a form of “to be” and must modify a noun.
 - c. Since means in view of the fact that and refers to a non-causal relationship. “Since” also refers to something that happened at a particular time in the past. Do not use “since” when you mean “because.”
12. Biannually/Biennially
 - a. Biannually means two times a year.
 - b. Biennially means every two years.
13. Bimonthly/Semimonthly
 - a. Bimonthly means every two months.
 - b. Semimonthly means twice a month.

(It is much better to write out what you mean.)
14. Capital/Capitol
 - a. Capital means an uppercase letter; site of government; or money.
 - b. Capitol means the main government building.
15. Cite/Sight/Site
 - a. Cite means to quote or is a short form of “citation,” as in “legal cite.”
 - b. Sight means vision.
 - c. Site means a place.
16. Comprise/Constitute/Compose
 - a. Comprise means to contain.
 - b. Constitute means to form or make up.
 - c. Compose means to form by putting together two or more things.
17. Continual/Continuous
 - a. Continual means something that happens again and again, over a long period of time.
 - b. Continuous means without interruption.
18. Council/Counsel
 - a. Council means a group of people.
 - b. Counsel means an attorney; advice; or to advise.
19. Either/Any
 - a. Either means one or the other of two.
 - b. Any means every or some.
20. Farther/Further
 - a. Farther refers to physical distance that can be measured.
 - b. Further means “to a greater degree or extent” and refers to matters in which physical measurement is impossible or in which distance is figurative.
21. Feel/Think
 - a. Feel refers to physical or emotional sensation.
 - b. Think refers to mental activity.

22. Fewer/Less

- a. Fewer means things or units that can be counted individually.
- b. Less refers to bulk or volume.

23. Fewer Than or More Than/Under or Over

- a. Fewer than or more than refers to figures.
- b. Under or over refers to spatial comparisons only.

24. If/Whether

- a. If means “in case that” or “even though” and introduces a conditional clause.
- b. Whether means “if it be the case that” and introduces a noun clause involving choices.

25. Principal/Principle

- a. Principal means main or chief.
- b. Principle means moral standard; belief.

26. Their/There/They're

- a. Their means possession by “them.”
- b. There means in or at that place.
- c. They're means contraction of “they are.”

27. Who/Which/That

- a. *Who* and *that* are used when referring to persons. Select *who* when the individual person or the individuality of a group is meant and *that* when a class, species, or type is meant.
- b. *Which* and *that* are used when referring to places, objects, and animals. *Which* is always used to introduce nonessential clauses and *that* is ordinarily used to introduce essential clauses.
- c. *Which*, *that*, and *who* may be used to refer to organizations. When referring to the organization as a single entity (it), then use *which* or *that*. However, when thinking of an organization in terms of the individuals who make up the organization (they), you may use *who* or *that*.
- d. *That* sets off a restrictive or essential clause and is used without commas.
- e. *Which* sets off a non-restrictive or non-essential clause and usually is used with commas.

EXAMPLES:

The Nile is the river that gives Egypt life. (restrictive)

The Nile, which flows into the Mediterranean, gives Egypt life. (non-restrictive)

28. Who/Whom

- a. Use *who* (or *whoever*) whenever *he*, *she*, *they*, *I*, or *we* could be substituted in the *who* clause.
- b. Use *whom* (or *whomever*) whenever *him*, *her*, *them*, *me*, or *us* could be substituted as the object of the verb or as the object of a preposition in the *whom* clause.

EXAMPLES:

DON'T WRITE: The Director will determine to who the case shall be assigned.

WRITE: The Director will determine to whom the case shall be assigned.

SECTION NUMBERS

Section numbers are not complete unless all parts of the Section number appear.

EXAMPLES:

DON'T WRITE: R1-1-101, -101, -103, and -104.

WRITE: R1-1-101, R1-1-102, R1-1-103, and R1-1-104.

SEMI-COLONS

1. Use a semi-colon when two independent clauses are related and emphasis is placed equally on both clauses.
2. Use a semi-colon at the end of each subsection that completes the thought of the next previous level of subsection,
 - a. If none of the items in the list is a complete sentence, and
 - b. If one of the items in the list contains a comma.
3. If no item in the list contains a comma, use commas at the end of each item. See also “Commas” in this Section of the manual.

“SHALL” AND “MAY”

“Shall” and “Must” have essentially the same meaning. In Arizona, both in the statutes and in the rules, the term to use is “shall.”

1. Use “shall” instead of “may” when you require specific action. “Shall” is used to impose a mandatory duty, direction or command.

EXAMPLE: The Director shall approve each completed application.

2. Use “shall not” to indicate an obligation not to act or a prohibition against acting.

EXAMPLE: The Director shall not delegate the duty described in this subsection.

3. Avoid using “shall” to confer a right.

EXAMPLES:

DON'T WRITE: The applicant shall receive compensation.

WRITE: The applicant is eligible to receive compensation.

DON'T WRITE: Committee members shall serve for two years.

WRITE: The term of office of committee members is . . .

4. Avoid the negative subject with the affirmation “shall.”

EXAMPLES:

DON'T WRITE: No person shall . . .

WRITE: A person shall not . . .

5. “May” is permissive and confers a right, privilege or power. When using “may” give the standards under which the discretion will be used.

EXAMPLE: The Director may conditionally approve an incomplete application.

SHORT SENTENCES

Keep sentences short. Readable sentences are simple, active, affirmative, and declarative.

SIGNS AND SYMBOLS

1. If you need to use a sign or symbol in your rules, use the sign or symbol rather than spelling out what the sign or symbol means. The Secretary of State's Office can handle any symbol, whether it is a mathematical, scientific, or other sign or symbol. If you cannot create the sign or symbol on your equipment, leave space and handwrite it in.
2. The following are standard signs and symbols and should always be used instead of words:

=, +, -, \$, %, X, +, and Π, 5.

SINGULAR FORM

1. In the absence of language to the contrary, the singular implies the plural.

EXAMPLES:

DON'T WRITE: Applicants may . . .

WRITE: The applicant may . . .

DON'T WRITE: The guard shall issue security badges to the examinees who shall be tested in Building D and Building E.

WRITE: The guard shall issue a security badge to each examinee who shall be tested in Building D and each examinee who shall be tested in Building E.
unless you mean
The guard shall issue a security badge to each examinee who shall be tested in both Building D and Building E.

2. Do not use “(s)”, “(es)”, or “(ies)” at the end of a singular noun to indicate both the singular and the plural. Use either the singular or the plural form.

SPELLING

Proofread and spellcheck your rules. Also, visually proofread the paper copy. A spell-checking package on most data processing equipment will not tell you that you have misspelled a word if you have only used a wrong word which is also a legitimate word or the misspelled word is actually another word which is correctly spelled.

EXAMPLE: A spell checker would not catch the misspelling of “Statutes” as “Statues”, since “statues” is also a legitimate word, as indicated below:

DON'T WRITE: “Arizona Revised Statues”.

WRITE: “Arizona Revised Statutes”.

STATUTORY QUOTATIONS, BOOK TITLES, AND SCIENTIFIC NAMES

If you must quote from the statutes, or if you cite a book or use scientific names, place the language being quoted, the book’s title, or the scientific terms in italics so the reader can distinguish them rapidly from other text. If you don’t have italics on your word processing equipment, let the Public Services Department of the Secretary of State’s Office know which language is to be published in distinguishing type.

SUBSECTIONS

1. If you use more than four levels of subsections in your rules, the Office will publish your rules that way only as proposed rules. We will not accept any final, emergency, summary, or exempt rules with more than four levels unless we have specifically given you permission to use more than four levels. If you submit a proposed rule to the Office with more than four levels without first obtaining permission from the Office to do so, you will not be allowed to file your final rules with more than four levels.
2. After the Office publishes your proposed rules containing more than four levels of subsections, the Office will send you a memo stating that you must change this so there are no more than four levels of subsections before you submit the rules to us as final rules. If you submit the rules as final rules without making this change, we will return the rules to you for correction before we will file them or publish them as final rules. This may unnecessarily delay the effectiveness of your rules.

SUPPLEMENTARY MATERIAL

1. When you find it necessary to include a table, an illustration, a diagram or other material that appears in a form other than prose, you must submit a camera-ready copy of the item when you submit your rules for final adoption. A photocopy of the item is not sufficient; a dot matrix original or copy is not considered camera-ready. When in doubt, bring a copy of the item to the Secretary of State’s Office before submitting your proposed rules to the Governor’s Regulatory Review Council, the Attorney General’s Office, or to the Secretary of State’s Office.
2. Supplementary material.
 - a. Supplementary material that is labeled and has a heading should be listed in the Chapter’s table of contents. Use one of the following four terms for supplementary material:
 - i. Appendix: use with material in prose form.
 - ii. Exhibit: use for forms. Note that forms described in the statutes or in expository form in the rules need not be filed with or contained in your rules as a form.

- iii. Illustration: use for pictures, maps, photographs, drawings, etc.
- iv. Table: use for material in tabular format.
- b. If the material is supplementary to a particular Section, it shall appear immediately after the Section and be included in the Chapter's table of contents slightly indented under the Section to which it belongs. If the material is supplementary to the entire Article, place it at the end of the Article and list it in the table of contents at the same left hand margin as the Section numbers.

TERMINOLOGY

Use the proper terminology in your rules to refer to divisions within the *Code*:

1. Use 'Title' for the main subject area in which your rules appear.
2. Use 'Chapter' when you refer to the entire set of rules contained in the Chapter.
3. Use 'Subchapter' when you refer to the rules in a particular Subchapter, if you have divided your rules into Subchapters.
4. Use 'Article' when you refer to the rules in a particular Article.
5. Use 'Part' when you refer to the rules in a particular Part, if you have divided your Articles into Parts.
6. Use 'Section' when you refer to an individual rule.
7. Use 'subsection' when you refer to any level of subsection within a Section.
8. Use 'Appendix' when you refer to an item of supplementary material written in prose format that does not otherwise fit the codification system but which you have included as part of your Chapter.
9. Use 'Table' to refer to supplementary material in tabular form that cannot fit within the column limitations of a Section but that you have included as part of your Chapter.
10. Use 'Illustration' to refer to supplementary material in the form of a picture, map, drawing, or other illustration that you have included as part of your Chapter and that does not fit within the column limitations of a Section.
11. Use 'Exhibit' to refer to supplementary material that does not fit the codification system and is information other than that allowed in an Appendix, Illustration, or Table that you have included as part of your rules.

UNNECESSARY WORDS

1. If it is possible to omit a word and preserve the desired meaning, always omit the word.

EXAMPLES:

~~Make sure to eliminate~~ Eliminate unnecessary words.

~~In order to eliminate~~ Eliminate unnecessary words.

2. Omit language that is meaningless or confusing.

EXAMPLES:

DON'T WRITE: The Department shall maximize its deficit reduction program and enforce a positive downsizing in the personnel pool.

WRITE: The Department shall cut costs and lay off employees.

VERB TENSE AND VOICE

Place verbs in the present tense whenever possible and use the active voice.

EXAMPLES:

DON'T WRITE: "When it has been determined by the Director that the application that was submitted by the applicant is complete, . . ."

WRITE: "When the Director determines that the person's application is complete, . . ."